

## **CHAPTER I**

### **INTRODUCTION**

This chapter will present some important information required in this present study. It includes the background of the study, statement of problem, the purpose of the study, significance of Study, the scope and limitation, definition of key terms. Each section will be discussed in the following.

#### **1.1 Background of the Study**

CLT as an approach to language teaching that create a communicative, phenomenon such as: student-centered learning, task base activities, and communication for the real world, meaningful purposes” (Brown, p.378, 2007). CLT approach focuses on how to use the language not to teach the learners about the language.

In CLT method, there are various integrated language skills that include the ability such as; reading, writing, listening, speaking, vocabulary, and grammar. This approach allows students to have an attachment to one another, because they switch or exchange ideas and share it to their friends to understand information. However, this approach is requires real communication. Students are expected to think actively engaged in communication. Having said that the learners are expected to be skillful not only writing but also speaking.

The main purpose of CLT is to make students communicate with the other friends or teachers not only in the class but also in their real life without feeling afraid of making mistakes when they start conversation.

The principles in CLT practice is creative construction and involves trial and error. The student do not have to think of the grammar but how learners use the language and make sure the other learners can understand the of language. Learners learn a language through using it to communicate the integration of different language skill.

The people are aware of that the mastery of speaking is a priority for many as foreign language students. Therefore, the students sometimes reflect their success in language learning based on how far they have improved in their speaking (Richards, 2008: p. 19).

However, students speaking ability in real life is not always similar to the expectation. This situation also happened in SMPN 11 MALANG. Based on the classroom observation in internship program, writer found there were kind a problem concerned to the students, the English teacher and the material delivery.

Many students could not express their ideas; they just memorize their texts. This is because most of the activities were teacher-centered. The English teacher was the one who is active to speak during the learning process.

Information gap is one approach that promotes the communication situation at speaking activities. The process of information-gap, the students need to complete a task with share or exchange information and make conversation with their friends to finding missing information (Bailey, as cited in Nunan, 2003: 56)

Based on the phenomena, the writer wants to conduct a research *“the title “The Effectiveness of information gap techniques in increasing students’ level of English speaking” as the title.*

The writer conducts a study in an English course named DIAN AGUS KURNIAWAN because, it is stipulated in PPL regulation that at the moment, teaching practices for students should not be conducted in school in order not to disrupt student's learning process.

There were a lot of researches conducted about CLT. For example, A CLT research conducted by Sumpana (2010) found that the use of role-play technique can improve the student's speaking competence at the students of eleven grade of Immersion Program 1 of the State Senior High School of Karangpandan.

Secondly, the research conducted by TriaRomauliSianpiar, Regina, IwanSupardi (2014/2015) found that, the result of that interview technique can improves student's speaking skills adn also supportby data percentage, the improvementachieve 72% of student's point at second grade of SMP Negeri 19 PontianakKalimantan Barat.

Almost no research conducted to find out whether or not information gap is effective for improving communication. Therefore, the writer was interested to find outthe effectiveness of information gap techniques in increasing students' level of English speaking.

## **1.2 Statement of the Problem**

Based on the problem in the background of study mentioned above, the writer formulated the research question as follow "Is information-gap effective to improve the student's speaking skill at the second grade of DIAN AGUS KURNIAWAN course."

### **1.3 The Purpose of Study**

The purpose of this study is to see whether or not information-gap effective to improve students speaking skill.

### **1.4 Significance of Study**

Hopefully this research will give beneficial contribution for teacher, students and further researcher.

The English teacher, the result of the study is expected to be useful for the English teacher especially in teaching speaking, where the teacher can manage classroom activities communicatively by using Information-Gap activity.

The students, this study is expected to give the students a description of new activity that can be useful in improving their speaking and will help the students to be more competent in learning to speak English language.

Further Researcher, the findings of this study will support the further actions concerning of the effectiveness of information gap technique in increasing students level of speaking English language.

### **1.5 The Scope and Limitation**

The scope of this research is concern on the use of information gap approach as a CLT (Communicative Language Teaching) in learning process. Especially in teach English language for speaking skill.. The limitation is only on discussing about The Effectiveness of information gap techniques in increasing

students' level of English speaking as to compare with non-information-gap at the seventh grade students of DIAN AGUS KURNIAWAN course.

## **1.6 Definition of Key Terms**

The writer includes some operational definitions of key terms to support the readers' understanding for this thesis easily. They are follows:

- Effectiveness: is the capability of producing an effect and the most frequently used in connection with the degree to which something is capable of desiring effect (Longman 2011). In this case means it is the degree of improvement in the student's speaking skills in English language as result of using information-gap technique.
- Information gap: is a technique in language teaching where students are missing information necessary to complete a task or solve a problem, and must communicate with their classmates to fill in the gaps (Richards, Jack C. Schmidt, Richard, eds. 2009). They have to explain their information to their friends or partner so that, they have solve with all information.
- Speaking: according to Brown (2000:263) stated that "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information". However, speaking is ability to perform the linguistic knowledge in the authentic communication.
- Dian agus kurniawan courses: it is one kind of the non formal education. Non-formal education refers to education that occurs outside the formal school system (Philip H. Coombs).